

**KENTUCKY DEPARTMENT OF EDUCATION  
STAFF NOTE**

**Action/Discussion Item:**

Definition for Career Readiness

**Applicable Statute or Regulation:**

KRS 158.6453, KRS 158.6451, 703 KAR 5:200

**Action Question:**

Should the Kentucky Board of Education (KBE) approve a new definition for Career Readiness to be used during generation of the College/Career Readiness Percentage, a category of Next Generation Learners?

**History/Background:**

***Existing Policy.*** Senate Bill 1 (SB1), passed by the 2009 Kentucky General Assembly, outlined significant changes to Kentucky's assessment and accountability program. SB1 requires a new state assessment and accountability system beginning in 2011-2012. The legislation establishes multiple assessment requirements, but charges the Kentucky Board of Education (KBE) to create the new accountability system to classify districts and schools.

In April 2011, the KBE approved 703 KAR 5:200, Next-Generation Learners as the first component of the state's accountability system. In the category of Readiness for College or Career, the regulation establishes three major indicators of readiness for Kentucky graduates that combine to generate a College/Career Readiness Percentage.

The regulation specifies that the indicators of readiness shall include students meeting:

- (1) the Kentucky Council on Postsecondary Education's Systemwide Benchmarks on the ACT in Reading, English and Mathematics; or
- (2) the Kentucky Council on Postsecondary Education's College Placement Test Benchmarks; or
- (3) the Career Measures as defined by the Kentucky Board of Education.

The first KBE discussion of career measures to define career readiness occurred during the Study Session on December 7, 2010. The Board expressed its desire to increase the number of externally validated career measures. In essence, additional measures will grow the definition of career readiness and provide Kentucky students more opportunities to demonstrate they are college-and career-ready. Specifically, the board discussed adding WorkKeys and the Armed Services Vocational Aptitude Battery (ASVAB) as measures.

During discussion of the Next-Generation Learners regulation at the February 2011 KBE meeting, the definition of career readiness was again part of the conversation. Commissioner

Holliday indicated that while college readiness is fairly well-defined, career readiness still needed work. Dr. Ken Talley with the Kentucky Association of Career and Technical Education (KACTE) presented to the KBE and proposed three elements of career readiness to be core academic communication and math skills, employability skills and technical and job specific skills. The KACTE proposal recommended categories of assessment for technical skills, for academic proficiency skills and employability skills as well as portfolio elements that would be rated with a minimum composite score. Dr. Talley presented the KACTE proposal to the School Curriculum, Assessment and Accountability Council (SCAAC) in January 2011. Following the KBE discussion in February, KACTE revised its Career Readiness in Kentucky proposal.

The KACTE proposal includes the ACT and college placement tests. Since these measures are already reported as indicators of college readiness, KDE staff proposed a streamlined version of the KACTE proposal. In KDE's version, the three categories proposed by KACTE (Technical Skills; Academic Proficiency Skills in Communications/Math; and Employability Skills) became two categories, Career Ready Academic and Career Ready Technical. In March, SCAAC continued discussion on the definition of career readiness and reviewed the proposal from KDE staff.

At the June 7 study session, the KBE heard from both KDE staff and representatives of KACTE on their respective proposals and were able to ask clarifying questions. After discussion, the KBE directed staff to move forward with the two-column KDE proposal. The KBE also directed staff to add a bonus of one-half point (.5) to the Readiness Percentage calculation for each student who achieves both college and career readiness. The bonus would serve as a practical recognition of the value of career readiness.

Since the June study session, KDE staff has discussed the KDE career definition and specifically how to reflect a bonus for students considered both college and career ready with the School Curriculum, Assessment and Accountability Council (SCAAC) and the Superintendents Advisory Council (SAC). Comments from these groups will be shared during the KBE August meeting. Attachment A provides the proposed Career Measures definition including the bonus for students considered both college and career ready.

### **Impact on Getting to Proficiency:**

The new accountability system will establish how schools/districts are held responsible for assuring Kentucky's students are proficient and prepared for success.

### **Groups Consulted and Brief Summary of Responses:**

Multiple conversations regarding career measures have occurred since December 2010. The School Curriculum, Assessment and Accountability Council (SCAAC), Superintendents Advisory Council, District Assessment Coordinators, Educational Cooperatives and other commissioner's advisory groups were consulted. Closing the Achievement Gap, Parents and Principals Advisory Councils have discussed the addition of career measures, specifically WorkKeys and ASVAB with positive support. Feedback gained in continuing conversations will be shared with the board.

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**Commissioner of Education**

**Date:**

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